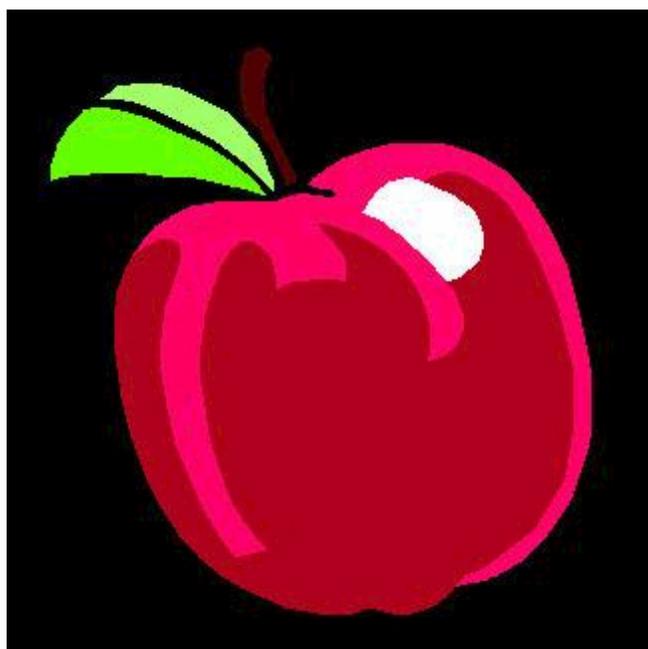


**Teachers' Perceptions
of the
School Breakfast Program
2003 Survey**



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Executive Summary

The report, *Teachers' Perception of the School Breakfast Program* presents the results of a survey of teachers' experiences and perceptions of the effects of the School Breakfast Program (SBP). The impacts of the SBP program on the school day, on teaching and on students are discussed. The report has 8 sections including: general perceptions, awareness of hunger, attentiveness/alertness, participation, student behavior, social attributes, effect on teachers and an additional comments section including teachers' recommendations. In addition, there is a conclusion section where teachers' answers are discussed in the context of the current status of the School Breakfast Program in Connecticut.

Very little has been done to document the benefits of the School Breakfast Program in Connecticut. The report provides valuable and current documentation of the benefits of student participation in the School Breakfast Program and adds to the findings of a similar survey that was conducted by the Connecticut Department of Education in 1994. It also reinforces that there is still much room for improvement and expansion of the School Breakfast Program in Connecticut. Finally, it offers constructive criticism and suggestions for how the School Breakfast Program can be improved.

The report is based on data collected by a survey that was sent to 720 teachers at 20 schools in Connecticut. These schools represent elementary schools, middle schools and high schools in both urban and rural districts. Based on the evidence gathered from this survey the main findings of this report are as follows:

- Majority of teachers believe that the School Breakfast Program is a positive influence on participating students and the on the school day.
- Majority of teachers believe that the School Breakfast Program positively enhances students' behaviors and to a slightly lesser extent their social attributes.
- Majority of teachers were aware of students who come to school hungry before the start of the School Breakfast Program.
- Majority of teachers believe that there are some students who are hungry that still do not participate in this program.
- Majority of teachers find that the School Breakfast Program makes their job easier.

Given these findings it is possible to draw some significant conclusions about the School Breakfast Program in Connecticut. First, the School Breakfast Program is a valuable and important program that schools can offer to students because students' behavior is enhanced and students are prepared to start the school day ready to learn. Second, there are children that come to school hungry in Connecticut showing that there is a need for this program. Third, those schools that do not currently offer the program, especially severe need schools would benefit from the implementation of this program. Finally, there is room for improvement and expansion of this program even within those schools that offer it already and teachers would like to see the program improved and expanded.

Acknowledgment

This report, *Teachers' Perceptions of the School Breakfast Program* and the survey that it is based on could not have been completed without the knowledge and support of Mary B. Ragno at the Connecticut Department of Education, Bureau of Adult Education and Nutrition Programs. Her support on this project is sincerely appreciated.

Lucy Nolan, Executive Director of End Hunger Connecticut also played an important role in the creation of the survey and her efforts are gratefully acknowledged.

End Hunger Connecticut! expresses its great appreciation to the teachers at the following schools who participated in the survey:

Carmen Arace Middle School, Bloomfield	Plainfield Memorial, Plainfield
Greene-Hills Elementary, Bristol	Pomfret Community School, Pomfret Center
Edgewood Elementary, Bristol	Putnam Elementary School, Putnam
Canton Junior-Senior High School	Putnam Middle School, Putnam
Killingly Memorial, Danielson	Putnam High School, Putnam
Killingly Intermediate, Dayville	Vogel-Wetmore Elementary, Torrington
Smith Middle School, Glastonbury	King Phillip Middle School, West Hartford
Rawson School, Hartford	Charter-Oak Academy, West Hartford
Lisbon Central School, Lisbon	Florence E. Smith School, West Hartford
MacDonough, Middletown	Washington School, West Haven

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Introduction

End Hunger Connecticut! (EHC!) is a statewide non-profit organization dedicated to ending hunger in Connecticut. The goal of EHC! is to raise awareness of hunger in the state of Connecticut, promote funding for and access to nutrition assistance programs, and to speak out to help eliminate the root causes of hunger. EHC! works with the goal of helping low-income families move “beyond the food pantry” towards self-sufficiency.

Amaliya Morgan-Brown, a Bill Emerson National Hunger Fellow, wrote this report, *Teachers’ Perceptions of the School Breakfast Program*. The Report is based on data gathered from a survey that she developed and conducted while working with EHC! between September 2003-February 2004. The Bill Emerson National Hunger Fellows Program is a yearlong leadership development program administered by the Congressional Hunger Center, a bi-partisan non-profit based in Washington D.C. The program’s mission is to fight hunger by developing leaders. The first six months of this program consists of field-site work with a state/regional or local non-profit located in the United States.

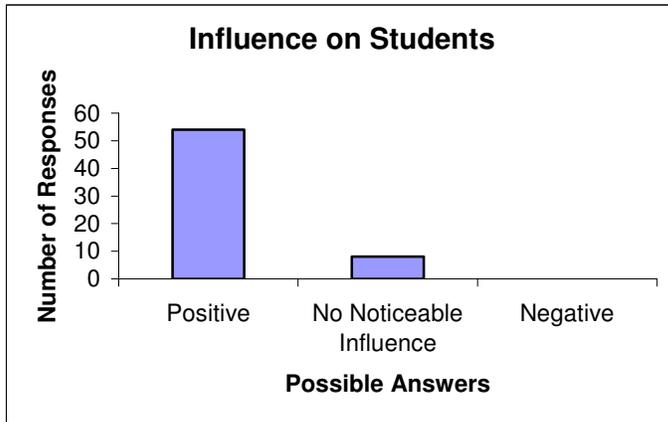
The goal of the survey was to provide current documentation of teachers’ perceptions of the School Breakfast Program and elicit suggestions from teachers on how it can be improved. The survey asked a range of questions from how the School Breakfast Program effects the school day, teaching and most importantly students.

The survey was based on a survey that was written by the Connecticut Department of Education in 1994. This survey could not have been conducted without the gracious support of Mary B. Ragno, Bureau of Early Childhood Education and Social Services, Child Nutrition Unit. Mary Ragno, who was instrumental in the development of the first survey and the report that followed, suggested that EHC! conduct this follow-up survey, reviewed a rough draft of the survey and also wrote a letter of support and introduction that was mailed to teachers with the survey. Lucy Nolan, Executive Director of EHC! also provided important guidance during the creation and administration of this survey.

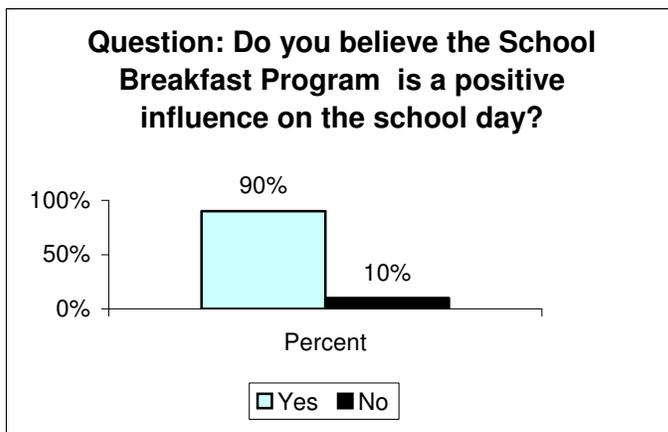
The survey was sent to 720 teachers at 20 schools. These schools were situated in both urban and rural districts and represented Elementary, Middle and High Schools. The State Department of Education provided a list of schools that participated in the School Breakfast Program from which these final schools were chosen. The survey was sent to individual teachers with a letter of introduction from Mary Ragno and Amaliya Morgan-Brown. Teachers’ response to this survey was completely voluntary. This report *Teachers’ Perceptions of the School Breakfast Program* reflects the data gathered from the survey.

General Perceptions

In order to measure teachers' general perceptions of the School Breakfast Program we asked two questions. Teachers were first asked to rate their general perception of the influence of the School Breakfast Program **on the students in their care**. Teachers were then asked if they believed that the School Breakfast Program is a positive influence **on the school day**. Teachers were also provided additional space in which to make comments.



Eighty-seven percent of teachers that responded (54) believed that the School Breakfast Program had a positive influence on the students in their care. Thirteen percent of teachers (8) believed that the School Breakfast Program had no noticeable influence on their students. None of the teachers thought that the School Breakfast Program had a negative impact on students.



An even larger percent of teachers felt that the School Breakfast Program is a positive influence on the school day, 90% respectively. Of the 62 responses that we received to this question 56 felt that the Program was a positive influence on the school day, while only 6 felt that it was not.

The additional comments that we received were almost all positive. However, we did receive one comment from a teacher who felt the in classroom breakfast was disruptive. We also received a comment from a teacher who felt that parents should be involved.

Additional Comments:

“Our families are on limited incomes and feeding children breakfast and lunch is extremely helpful.”

“Breakfast is very important. Often students become very upset when they miss the breakfast program.”

“Students can concentrate on a full stomach.”

“Gets students into the school environment in a positive way before they get to class. Thus, they are better ready to begin the academic day”

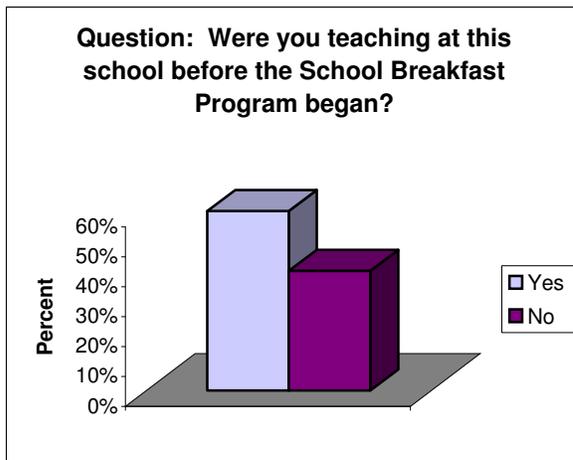
“They need something in their stomach in order to concentrate on their school work. However, I feel parents should be involved in some way. They sleep and kids get off on their own. I feel they should be responsible and come sit (serve) clean up with them!”

One teacher who taught at a school that allowed students to bring a grab and go breakfast into the classroom felt that only having some students eating in the classroom was disruptive, later in the survey this teacher said she thought the program should be offered free to all students.

“Students who do not receive breakfast get hungry and want food once they see/smell the free breakfasts. Very disruptive, breakfast should be served before school, not during first period.”

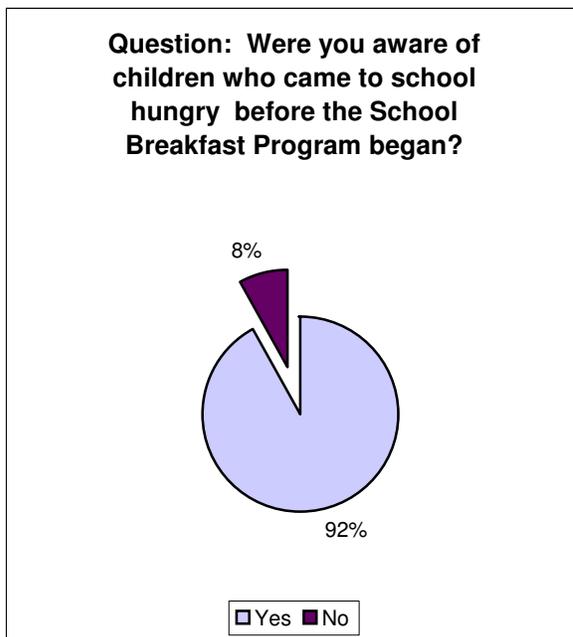
Awareness of Hunger

In this section of the survey we were interested in determining if teachers perceived that their students suffered hunger and to what extent they believed that the School Breakfast Program reduced hunger among their students. To determine this we first asked teachers if they had been teaching before the start of the school breakfast program. We then asked those teachers who had been teaching before the start of the program if they had been aware of children who came to school hungry before the start of the program and finally, we asked those teachers who had if they believed the School Breakfast Program significantly reduced hunger among those students.



Sixty percent of the teachers that responded had been teaching before the start of the School Breakfast Program at their school.

Those teachers who had been teaching before the start of the School Breakfast Program were asked if they were aware of students who came to school hungry before the School Breakfast Program began.

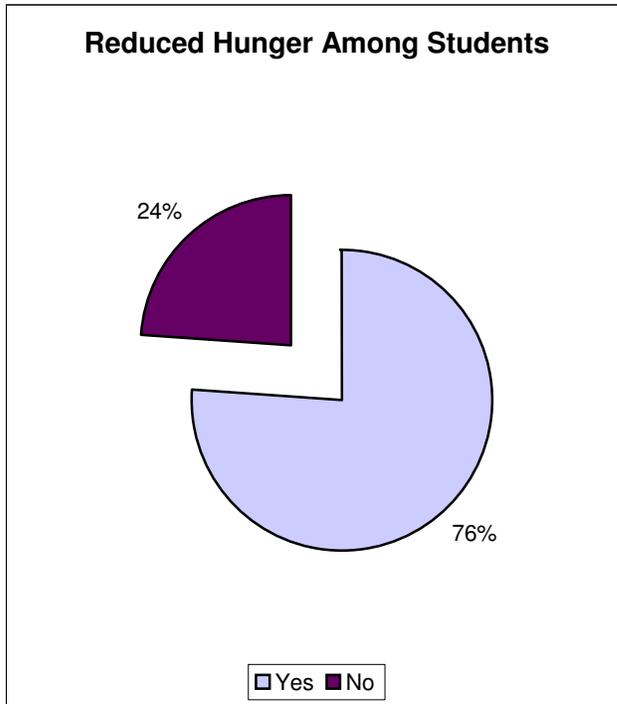


Ninety-two percent of teachers who had been teaching before the start of the School Breakfast Program were aware of children who came to school hungry before the School Breakfast Program began.

Effect of School Breakfast Program on Hunger:

Those teachers who answered yes that they were aware of children who came to school hungry before the School Breakfast Program began were asked if they believed that the School Breakfast Program had significantly reduced hunger among these students.

Question: Do you believe that the School Breakfast Program has significantly reduced hunger among students?

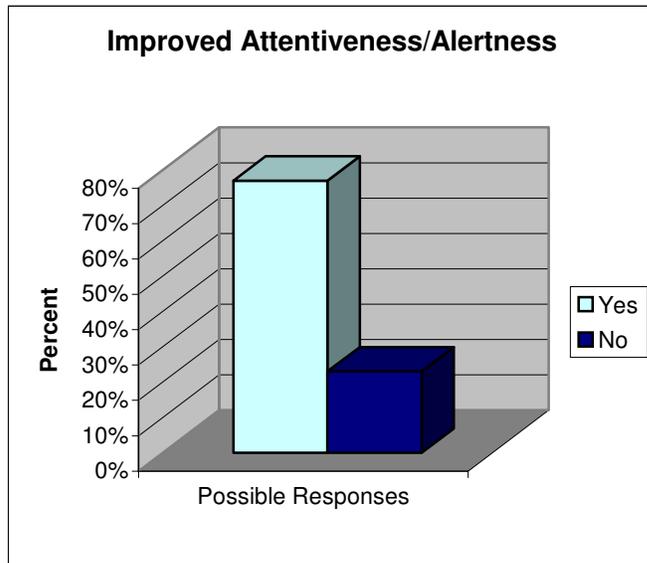


Seventy-six percent of teachers who had been teaching at their school before the School Breakfast Program and were aware of children who came to school hungry believe that the School Breakfast Program has significantly reduced hunger among students.

Attentiveness

In this section we asked those teachers who were teaching before the School Breakfast program began at their school if they have noticed an improvement in students' attentiveness/alertness. We also provided teachers space to make additional comments. We received five additional comments.

Question: Have you noticed an improvement in students' attentiveness/alertness?



Seventy-one percent of teachers who responded to this question have noticed an improvement in students' attentiveness/alertness. Twenty-nine percent of teachers have not noticed an improvement in students' attentiveness/alertness.

Additional Comments:

"When students don't eat by 9 - 9:30 AM they are complaining of hunger, searching for food, some go to nurse because (their) stomach hurts - all of these make them less attentive."

"When my students eat breakfast their behavior is more positive. They tend to be focused on task, (have a) positive attitude and ignore distracting behavior in the class."

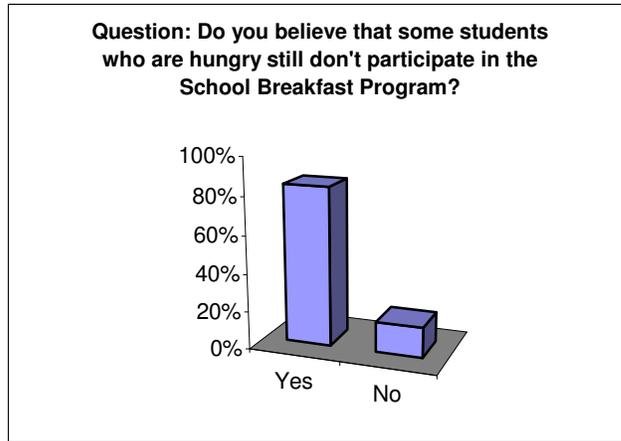
"Those with no breakfast fade fast! By 9:30-10:00 (they have) no energy, concentration, etc."

"Often I will get breakfast for a child seeing me in the AM. The change in their overall demeanor is observable."

"Every school has kids who live in a chaotic household."

Participation

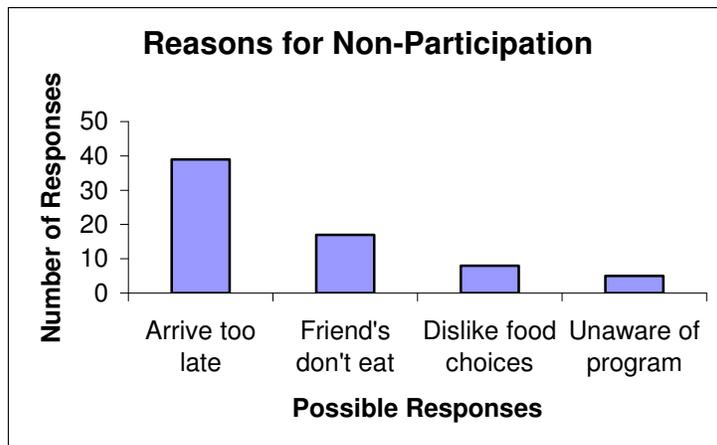
In the state of Connecticut **only 34 free and reduced price qualifying students participate in the School Breakfast program for every 100 that participate in the School Lunch Program.** In this section of the survey we asked teachers two questions regarding student participation in the School Breakfast Program. First we asked teachers if they believed that some students who were hungry still don't participate in the School Breakfast Program.



We received 61 responses to this question. As illustrated by this graph, **84% of teachers (51) believed that some students who are hungry still do not participate in the School Breakfast Program.** Sixteen percent of teachers (10) answered no to this question.

Reasons for non-participation:

*In the second part of this survey we asked teachers to identify possible reasons for student non-participation in the school breakfast program. Teachers were given a list of four choices and given space to identify other possible reasons for student non-participation or make additional comments. The four choices identified on the list provided for teachers were **arrive too late, friends don't eat, dislike food choices and unaware of program.***



Many teachers identified more than one of these options as possible reasons for student non-participation. These reasons were identified a total of 64 times. The reason - Arrive too late - represented 61% of these responses and half of all response we received.

Other Reasons for Non-Participation:

We received 16 responses that fell into the other category. These responses can generally be grouped into two categories, including 7 responses identifying money or price as being a barrier to participation and 4 responses identifying stigma associated with the program as a barrier. Other responses included 2 teachers who believed that sometimes kids would rather have recess/play, 1 teacher who believed sometimes students aren't "hungry" in the morning and 1 teacher who believed that the small children were nervous about going alone to the cafeteria. We also received 1 response from a teacher who believed that because no one was present to monitor the soda machines at school that kids purchased soda in the AM and 1 teacher who believed maybe some parents feel that a glass of juice, milk or soda is enough.

Teacher's Comments:

"Don't qualify for free or reduced - yet still don't eat breakfast at home or at school - sometimes parents don't have the money to pay even though they work."

"Stigma of poverty, [breakfast] should be Universal"

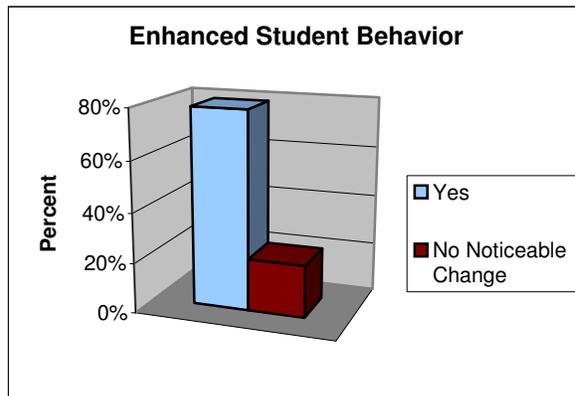
"Do not have the money to pay for breakfast"

"Sometimes students would rather be out in the yard playing with friends than coming into the building to eat. I also think the state-mandated soda machines encourage students to buy soda in the AM. Our school does have rules but we don't have anyone available to monitor the machine."

Student Behavior

In this section of the survey we asked teachers if they believed there was a connection between enhanced student behavior and student participation in the School Breakfast Program, we then gave teachers the opportunity to rank the degree to which specific student behaviors were enhanced.

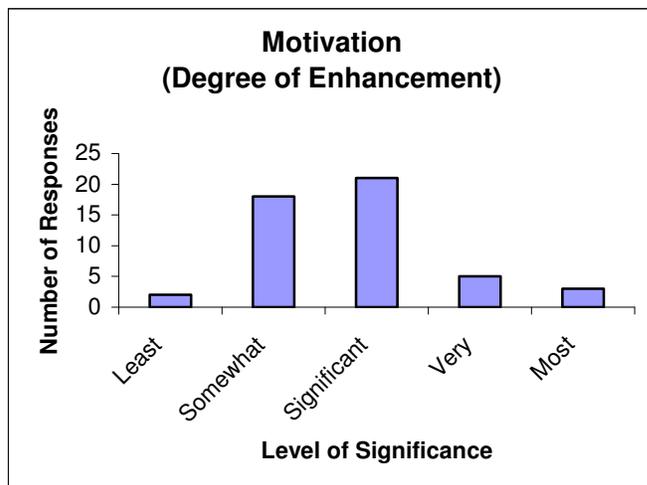
Question: Do you believe that student behavior is enhanced by student participation in the School Breakfast Program?



Seventy-nine percent of teachers (50) believed that student behavior is enhanced by student participation in the School Breakfast Program. Twenty-one percent of teachers (13) believed that there was no noticeable change in student behavior as a result of student participation in the School Breakfast Program.

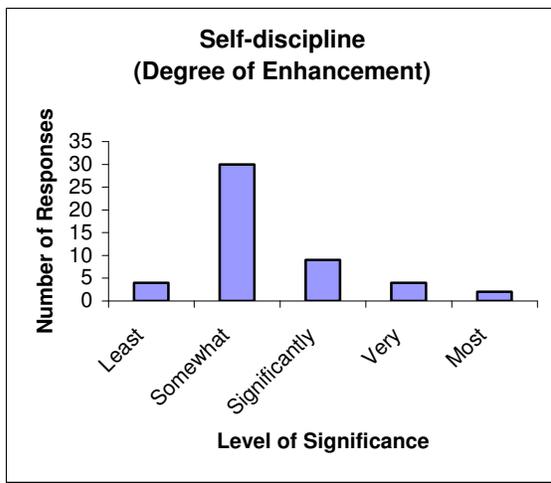
Specific Behavior/Degree of Enhancement:

In the second part of this section we asked teachers to rate the degree to which certain student behaviors were enhanced by participation in the School Breakfast Program. Teachers were asked to rate the degree of enhancement of each behavior separately from least to most significantly. The behaviors teachers were asked to rate were taken from a similar survey administered by the State of Connecticut Department of Education in 1994. The behaviors were originally identified by a focus group of Hartford teachers. The enhanced behaviors that teachers were asked to rate included *Motivation, Self-Discipline, Concentration, Curiosity, and Energy Level*.

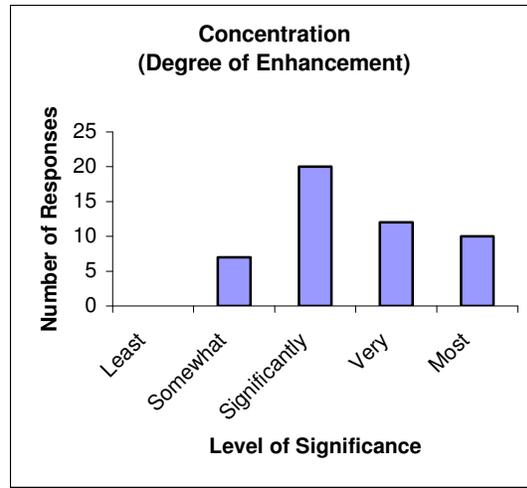


Seventy-nine percent of the teachers (50) believed that student motivation is enhanced by student participation in the School Breakfast Program. Fifty-eight percent of these teachers rated student motivation as significantly, very significantly or most significantly enhanced. Thirty-six percent of teachers found student motivation to be somewhat enhanced.

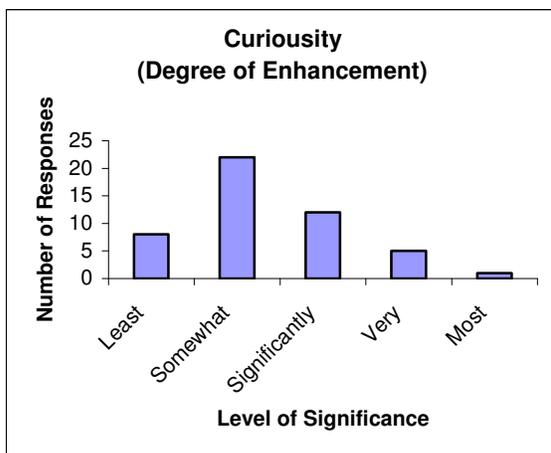
Of those teachers who believed self-discipline to be enhanced by participation in the School Breakfast Program 30% believed self-discipline to be significantly, very significantly or most significantly enhanced.



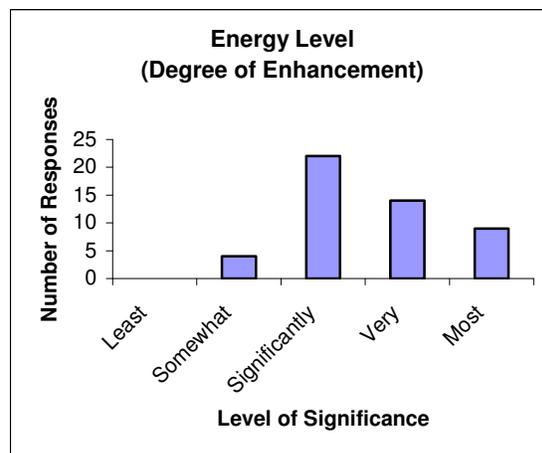
Of those teachers who believed concentration to be enhanced by participation in the School Breakfast Program 82% believed concentration to be significantly, very significantly or most significantly enhanced.



Thirty-seven percent of those teachers who believed student curiosity to be enhanced by student participation in the School Breakfast Program found curiosity to be significantly, very significantly, or most significantly enhanced.



Ninety percent of teachers who believed student energy level to be enhanced by student participation in the School Breakfast Program found student energy level to be significantly, very significantly, or most significantly enhanced.



Additional Comments:

Finally in this section of the survey we provided space for teachers to make additional comments, to write in additional student behaviors and rate the degree of enhancement of these behaviors as a result of student participation in the School Breakfast Program. We received five additional student behaviors that teachers rated and one additional comment. There are as follows:

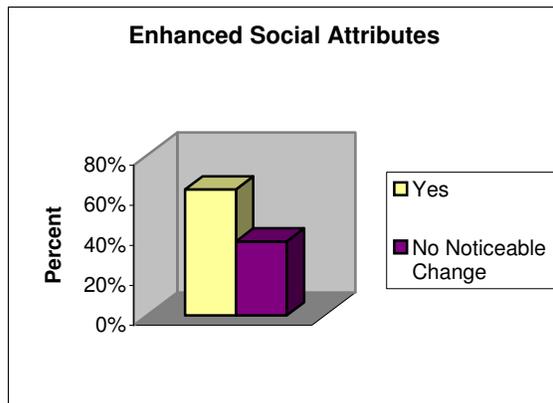
Additional Student Behavior	Degree of Enhancement
Focused on task	(4) Very Significant
Comfortable/Happy	(4) Very Significant
Mood	(3) Significant
Readiness to start academic day	(4) Very Significant
Illness/trips to nurse	(4) Very Significant

Comment: *“It creates the idea that school cares”*

Social Attributes

In this section of the survey we asked teachers first if they believed there was a connection between enhanced social attributes and student participation in the School Breakfast Program, we then gave teachers the opportunity to rank the degree to which specific social attributes were enhanced.

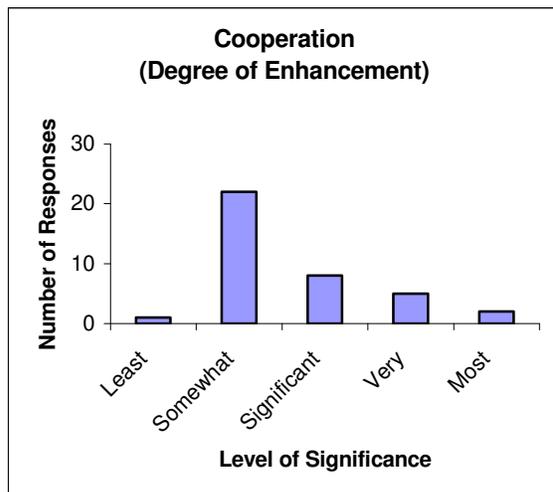
Question: Do you believe that certain social attributes are enhanced by student participation in the School Breakfast Program?



Sixty-three percent of teachers believed that certain social attributes are enhanced by student participation in the School Breakfast Program. Thirty-seven percent found no noticeable change in student social attributes as a result of student participation in the School Breakfast Program.

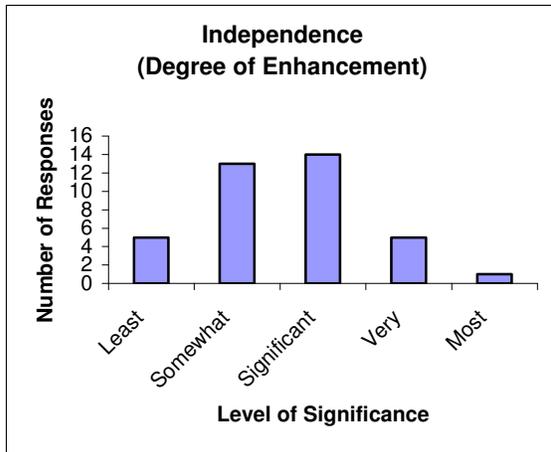
Specific Social Attributes/Degree of Enhancement

The second question in this section of the survey asked teachers to rank the degree of enhancement of specific social attributes as a result of student participation in the School Breakfast Program. A list of social attributes was provided for teachers. This list of social attributes was taken from a similar survey conducted by the State of Connecticut Department of Education in 1994. The list included these social attributes: *Cooperation, Independence, Responsibility, Socialization, and Leadership*. Teachers believed that student independence and socialization were the two social attributes that were enhanced to the greatest degree. One teacher wrote in respect as another social attribute that was believed to be very significantly enhanced by student participation in the School Breakfast Program.

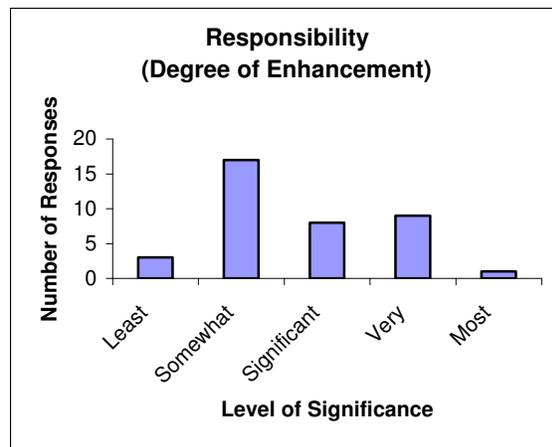


Sixty-three percent of teachers believed that cooperation was enhanced by student participation in the School Breakfast Program. **Thirty-nine percent** of these teachers found cooperation to be significantly, very significantly or most significantly enhanced. **Fifty-eight percent** of teachers found student behavior to be somewhat enhanced.

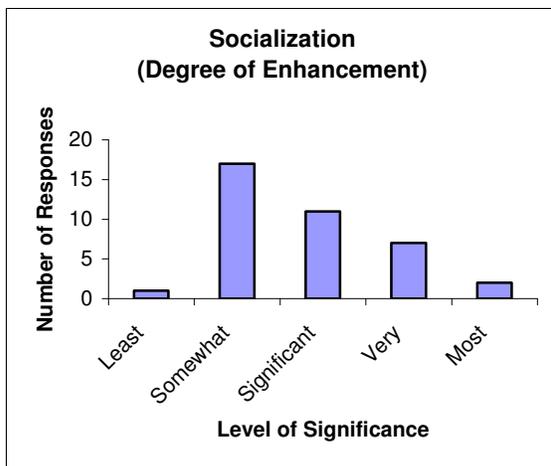
All teachers who believed that some student attributes are enhanced by the school breakfast program noticed some degree of enhancement of student independence. Fifty-three percent believed the enhancement of independence to be significant, very significant or most significant. Another 34% of teachers believed independence to be somewhat enhanced.



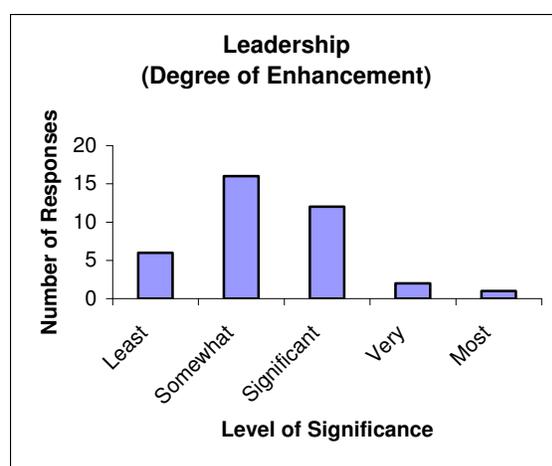
All teachers who believed that some student attributes are enhanced by the school breakfast program noticed some degree of enhancement of student responsibility. Forty-seven percent believed the enhancement of responsibility to be significant, very significant, or most significant. Another 45% of teachers believed responsibility to be somewhat enhanced.



All teachers who believed that some student attributes are enhanced by the school breakfast program noticed some degree of enhancement of student socialization. Fifty-three percent believed the enhancement of independence to be significant, very significant or most significant. Another 45% of teachers believed independence to be somewhat enhanced.



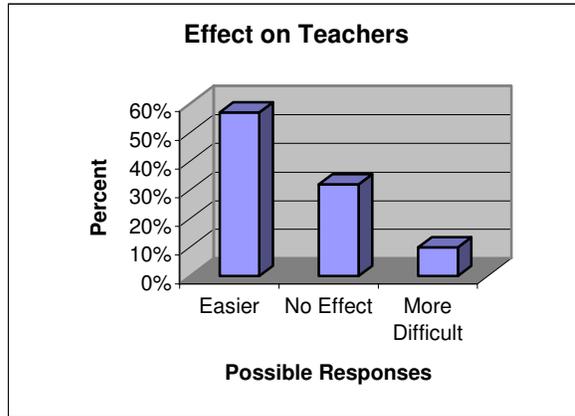
All but one teacher who believed that some student attributes are enhanced by the school breakfast program noticed some degree of enhancement of student leadership. Thirty-nine percent believed the enhancement of independence to be significant, very significant or most significant. Another 42% of teachers believed independence to be somewhat enhanced.



Effect on Teachers

In this section of the survey we asked teachers if the School Breakfast Program made their job easier, had no effect on their job or made their job more difficult and provided room for teachers to expand on their answer.

Question: Overall, has the School Breakfast Program made your job easier, more difficult or had no effect on your job?



Fifty-seven percent of teachers (36) believed that the School Breakfast Program makes their job easier. Thirty-two percent of teachers (20) believed that the School Breakfast Program had no effect on their job and 10% of teachers (6) believed that the School Breakfast Program made their job more difficult

Additional Comments:

Here we allowed for teachers to make additional comments and expand on their answer to the above question. We received five additional comments from those teachers who believed the school breakfast program made their job more difficult and 13 responses from those teachers who felt the program made their job easier.

Teachers' Explanations (more difficult):

Those teachers who said that the School Breakfast Program made their job more difficult wrote five comments. These comments included two teachers who commented on the need for the monitoring of the program, one teacher who felt the program was disruptive, one teacher who felt students used the program to socialize and one teacher who taught younger children and commented on the time it took to clean up.

"Younger Children have difficulty opening the packages, buttering, pouring milk. Lots of time is spent opening and cleaning up messes."

"More difficult, because students arrive in classrooms later with brown bag breakfasts to eat and disrupt the start of the school."

"Most just socialize and come to homeroom wound up."

"Coverage Required"

Teachers' Explanations (easier):

Thirteen of the 36 teachers who expressed that the School Breakfast Program made their job easier provided additional comments explaining their answers. Six teachers remarked that students were either more attentive, focused or had an easier time concentrating. Four teachers mention that in the past that they had hungry students in the morning. These are some of the additional comments we received.

“When my students eat a Breakfast served in the cafeteria their behavior is markedly different – to the positive.”

“When I have to deal with a student early, one who has had an angry outburst etc., often they have not eaten. I will get them breakfast in the cafeteria.”

“Children are more comfortable, focused upon entry to class.”

“When students are more attentive my job is easier.”

“Students cooperative and attentive.”

“Students concentration is improved.”

“Students more attentive.”

“Students have trouble concentrating on academics when they are hungry”

“Students who use it get the little lift they need to close the gap with those who have their food needs met at home.”

“I used to provide food in my classroom for students who came to school hungry every day.”

“I don't worry so much about there being hungry (students) and I am not providing so many snacks at breakfast time.”

Teachers' Comments

In this section of the survey we first asked teachers to recommend improvements. We then asked teachers to share any other comments or thoughts they had on any aspect of the School Breakfast Program. We received recommendations for improvement and/or additional comments from forty-one teachers. Thirty-eight of these teachers offered recommendations for improvement. We largely received recommendations for improvements and comments of support. We received very few comments of non-support for the program.

Comments of Non-Support:

We received 4 comments regarding parent responsibility and the School Breakfast Program. One thought that the food should be given to parents to serve at home, this teacher also questioned whether students were actually hungry. Two other teachers offered suggestions for improvement to the School Breakfast Program, but also felt that the schools were taking over one more area of parent responsibility. Finally one teacher felt that parents needed to have some responsibility and felt that parents should be involved in the School Breakfast Program. We also received response from one teacher who commented that students came to class late as a result of the program. Their comments are as follows:

“Give food to parents to serve at home. If Kids are so hungry why are there mountains of food in the trash at lunch time?”

“A notice sent home periodically for those children who are on free lunch. We do send home the breakfast menu monthly, but it needs to be in Spanish, possibly. Unfortunately, I do believe the school is taking over another component of a parental responsibility. Your heart has to be focused on caring for children, rather than alleviating a parent's job.”

“By not having the children eat in the classroom. By having easy open packages, supply softer butter or cream cheese that the young children can spread on their own. One less responsibility for parents.”

“Involving parents - get them to learn to sit and talk with their child, many I find stay in bed. I feel parents need to have some responsibility.”

“Sometimes students arrive to class later than other students which set them and class behind in starting the first class.”

Suggestions for Improvement:

Thirty-eight teachers offered recommendations for improvement. Teachers' recommendations for improvement covered a number of topics including the nutritional quality of food, issues of timing, increased participation and types of program.

Thirty-two percent of the recommendations we received had to do with the nutritional quality of the food served. A number of these responses were suggestions for more fruit served as part of the program and less sugar served as part of the program.

“Offer more fruit options.”

“More availability of fresh fruit, hot breakfast in season.”

“Less Sugary items.”

“Sometimes the food choices appear to be too sugary/junk food (like chocolate cereal). Perhaps make the choices more healthy.”

“Make sure we offer nutritional, protein rich meals, not sugary-carbohydrate meals.”

“More healthy option.”

Twenty-four percent of recommendations were in regards to the timing and scheduling of the School Breakfast Program. Many of these teachers wanted the program to be available for a longer period of time to students.

“Open longer...we currently serve from 8:10-8:30.”

“Longer hours, eat in cafeteria or on playground.”

“Open 15 minutes earlier, some kids coming in and gulping down food to get class on time. Many parents drop off and need an earlier time to get kids to breakfast.”

“Time available. Many students miss out due to the time the program ends because their busses do not arrive on time.”

“Establish some way to feed those children who, through no fault of their own, arrive too late to eat, or are forced to eat very quickly because its time to get to class.”

“Breakfast should be served earlier so that students will have enough time to eat.”

Thirteen percent of recommendations were in support of a universal (available to all children regardless of family income) School Breakfast Program. In addition to those recommendations in support of universal school breakfast two teachers expressed the need for increase participation.

“Change to Universal.”

“It should be offered free to everyone. That is the way it was explained to us.”

“Universal (Free to all students).”

“Free to all.”

“Involved the whole school.”

Eight percent of the recommendations we received felt that notices needed to be sent out to parents. Two teachers felt that these notices should be sent out in other languages than English.

We received an equal number of recommendations in favor of grab-and-go breakfast that could be eaten in the classroom and recommendations in favor of breakfast eaten in the cafeteria.

Comments of Support:

Almost all of the comments we received were in support of the breakfast program. Many of these comments were praise for the way the program was operated. A few of these comments are as follows:

“I believe the breakfast program is well run and a much needed addition to the school lunch program.”

“I believe it is run quite well in our school. I think that much of its success depends on the perception of it by the students and staff. If the kids feel degraded for getting free breakfast, then it won't work.”

“I'm glad we have one!!!!”

“I had observed children obviously hungry, tired and irritable who told me there was no milk, cereal or bread for breakfast prior to our starting the program.”

“I'm thankful it is here.”

“Our staff does an excellent job!!”

Conclusion

Teachers' experience with and perception of the School Breakfast Program, based on their responses to a survey, were overwhelmingly positive. A majority of teachers believe that the School Breakfast Program positively influences participating students and the school day. Additionally, a majority of teachers believe that the School Breakfast Program enhances students' behaviors and to a slightly lesser extent their social attributes. Teachers' also recognize an improvement in students' attentiveness. A majority of teachers' find that the School Breakfast Program makes their job easier.

Teachers' also identify a great need for this program. Most teachers are aware of students who came to school hungry before implementation of the School Breakfast Program. The majority of teachers also believe that there are students who are hungry that do not participate in available programs. Overtime hunger can impede children's chances of academic success.

Given these findings it is possible to draw some significant conclusions about the School Breakfast Program in Connecticut. First, the School Breakfast Program is a valuable and important program that schools can offer to students because students' behavior is enhanced and students are prepared to start the school day ready to learn. Second, there are children that go to school hungry in Connecticut and there is a need for this program in the state of Connecticut. Third, those schools that do not currently offer the program, especially severe need schools would benefit from the implementation of this program. Fourth, there is room for improvement and expansion of this program even within those schools that offer it already and teachers would like to see the program improved and expanded. Finally, it is important to remember that this program does not just benefit those kids who participate, but society as a whole, as this program increases children's chances of succeeding in school and therefore becoming productive and successful members of their communities.